

## RRISD 6+1 Traits Scoring Rubric

<b>Ideas:</b> The heart of the message, the content of the piece, the main theme, with details that enrich and develop that theme.	<b>Organization:</b> The internal structure, the thread of central meaning, the logical and sometimes intriguing pattern of the ideas.	<b>Voice:</b> The unique perspective of the writer evident in the piece through the use of compelling ideas, engaging language, and revealing details.
<b>4 points (A on student scantron)</b> <i>This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.</i> A. The topic is narrow and manageable. B. Relevant, telling, quality details go beyond the obvious. C. Reasonably accurate details. D. Writing from knowledge or experience; ideas are fresh and original. E. Reader's questions are anticipated and answered. F. Insight	<b>4 points (A on student scantron)</b> <i>The organizational structure of this paper enhances and showcases the central idea or theme of the paper; includes a satisfying introduction and conclusion.</i> A. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. B. Thoughtful transitions C. Sequencing is logical and effective. D. Pacing is well controlled. E. The title, if desired, is original. F. Flows so smoothly, the reader hardly thinks about it.	<b>4 points (A on student scantron)</b> <i>The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and shows respect for the audience.</i> A. Uses topic, details, and language to strongly connect with the audience. B. Purpose is reflected by content and arrangement of ideas. C. The writer takes a risk with revealing details. D. Expository or persuasive writing reflects understanding and commitment to topic. E. Narrative writing is honest, personal, and engaging.
<b>3 points (B on student scantron)</b> <i>The topic is mostly clear and defined. Some anecdotes and details are used to further develop the theme.</i> A. The topic is somewhat narrow. B. Support is attempted throughout the writing. C. Ideas are reasonably clear. D. In some areas, the writer has difficulty going from general observations to specifics. E. The reader is left with questions. F. The writer generally stays on topic.	<b>3 points (B on student scantron)</b> <i>The organizational structure is generally strong enough to move the reader through the text little confusion.</i> A. The paper has a recognizable introduction and conclusion. B. Transitions often work well. C. Sequencing and structure are logical. D. Pacing is fairly well controlled. E. The title is present and generally relates to the topic (if requested). F. Organization generally supports the main point or storyline.	<b>3 points (B on student scantron)</b> <i>The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.</i> A. Sometimes uses topic, details, and language to connect with the audience. B. Purpose is mostly reflected in content and structure. C. The writer reveals personal details that sometimes show risks. D. Expository or persuasive writing reflects a general understanding and commitment to the topic. E. Narrative writing is generally engaging and personal.
<b>2 points (C on student scantron)</b> <i>The writer is beginning to define the topic, even though development is still basic or general.</i> A. The topic is fairly broad. B. Support is attempted. C. Some ideas may be unclear. D. Writer has difficulty going from general observations to specifics. E. The idea is a restatement or simple answer to a question. F. The writer strays from the topic.	<b>2 points (C on student scantron)</b> <i>The organizational structure may cause some confusion for the reader.</i> A. The paper lacks either an introduction or conclusion. B. Transitions are unclear or hard to follow. C. Sequencing shows some logic, yet structure takes attention away from the content. D. Pacing is somewhat controlled. E. A title is present (if requested). F. Organization sometimes supports the main point or storyline.	<b>2 points (C on student scantron)</b> <i>The writer seems disinterested in the topic and audience.</i> A. Attempt to connect with audience is earnest but impersonal. B. Attempts to include content and structure to reflect purpose. C. Occasionally reveals personal details, but avoids risk. D. Expository or persuasive writing lacks consistent engagement with the topic. E. Narrative writing reflects limited individual perspective.
<b>1 point (D on student scantron)</b> <i>The paper has no clear sense of purpose or central theme. The reader must make inferences based on sketchy or missing details.</i> A. The writer is still in search of a topic. B. Information is limited or unclear or the length is not adequate for development. C. The idea is a simple restatement or a simple answer to the question. D. The writer has not begun to define the topic. E. Everything seems as important as everything else. F. The text may be repetitious, disconnected, and contains too many random thoughts.	<b>1 point (D on student scantron)</b> <i>The writing lacks a clear sense of direction.</i> A. No real lead. B. Connections between ideas are confusing. C. Sequencing needs work. D. Pacing feels awkward. E. No title is present (if requested). F. Problems with organization make it hard for the reader to get a grip on the main point or story line.	<b>1 point (D on student scantron)</b> <i>The writer seems uninvolved with the topic and the audience.</i> A. Fails to connect with the audience. B. Purpose is unclear. C. Writing is risk free, with no sense of the writer. D. Expository or persuasive writing is mechanical, showing no engagement with the topic. E. Narrative writing lacks development of a point of view.
<b>Key Question:</b> Did the writer stay focused and share original and fresh information or perspective about the topic?	<b>Key Question:</b> Does the organizational structure enhance the ideas and make it easier to understand?	<b>Key Question:</b> Would you keep reading this piece if it were longer?

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<b>Word Choice:</b> The use of rich, colorful, precise language that moves and enlightens the reader.	<b>Sentence Fluency:</b> The rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye.	<b>Conventions:</b> The mechanical correctness of the piece; spelling, grammar and usage, paragraphing, use of capitals, and punctuation.*
<b>4 points (A on student scantron)</b> <i>Words convey the intended message in a precise, interesting, and natural way.</i> A. Words are specific and accurate. B. Striking words and phrases. C. Natural, effective and appropriate language. D. Lively verbs, specific nouns and modifiers. E. Language enhances and clarifies meaning. F. Precision is obvious.	<b>4 points (A on student scantron)</b> <i>The writing has an easy flow, rhythm and cadence. Sentences are well built.</i> A. Sentences enhance the meaning. B. Sentences vary in length as well as structure. C. Purposeful and varied sentence beginnings. D. Creative and appropriate connectives. E. The writing has cadence.	<b>4 points (A on student scantron)</b> <i>The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing)</i> A. Spelling is generally correct. B. Punctuation is accurate. C. Capitalization skills are present. D. Grammar and usage are correct. E. Paragraphing tends to be sound. F. The writer may manipulate conventions for stylistic effect; and it works!
<b>3 points (B on student scantron)</b> <i>The language is functional, even if it lacks much energy.</i> A. Words are adequate and correct in a general sense. B. Familiar words and phrases are used to communicate. C. Attempts at colorful language. D. Attempts to use active verbs and specific nouns and modifiers E. Functional, with one or two fine moments. F. Occasionally, the words show refinement and precision.	<b>3 points (B on student scantron)</b> <i>The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical.</i> A. Sentences get the job done in a routine fashion. B. Sentences are usually constructed correctly. C. Sentence beginnings are not ALL alike; some variety is attempted. D. The reader sometimes has to hunt for clues. E. Parts of the text invite expressive oral reading; others may be stiff, awkward, choppy, or gangly.	<b>3 points (B on student scantron)</b> <i>The writer shows reasonable control over a limited range of standard writing conventions</i> A. Spelling is usually correct or reasonably phonetic on common words. B. End punctuation is usually correct. C. Most words are capitalized correctly. D. Problems with grammar and usage are not serious. E. Paragraphing is attempted. F. Moderate (a little of this, a little of that) editing.
<b>2 points (C on student scantron)</b> <i>Language and vocabulary used are unclear or distracting.</i> A. Words may be unclear or used in a way that makes the meaning of the text confusing. B. Familiar words and phrases are used to communicate. C. Few attempts at colorful language. D. Passive verbs, everyday nouns, mundane modifiers E. Isolated moments hint at what the writer has in mind F. The words show little refinement and precision.	<b>2 points (C on student scantron)</b> <i>The reader has to practice in order to give this paper a fair interpretive reading.</i> A. Some sentences are choppy, incomplete, rambling, or awkward. B. Sentences are sometimes constructed correctly. C. Little attempt to vary sentence beginnings. D. The reader hunts for clues to understand the text. E. Few parts of the text invite expressive oral reading; most may be stiff, awkward, choppy, or gangly.	<b>2 points (C on student scantron)</b> <i>Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing sometimes distract the reader and make the text difficult to read.</i> A. Spelling is sometimes correct and may not always be reasonably phonetic. B. Some ending punctuation is incorrect. C. Some words are not correctly capitalized. D. Some problems with grammar and usage detract from the meaning of the text. E. Paragraphing is limited. F. Very little editing is evident.
<b>1 point (D on student scantron)</b> <i>The writer struggles with a limited vocabulary.</i> A. Words are nonspecific or distracting. B. Many of the words don't work. C. Language is used incorrectly. D. Limited vocabulary, misuse of parts of speech. E. Words and phrases are unimaginative and lifeless. F. Jargon or clichés, persistent redundancy.	<b>1 point (D on student scantron)</b> <i>The reader has to practice quite a bit in order to give this paper a fair interpretive reading.</i> A. Sentences are choppy, incomplete, rambling, or awkward. Phrasing does not sound natural. B. No "sentence sense" present. C. Sentences begin the same way. D. Endless connectives. E. Does not invite expressive oral reading.	<b>1 point (D on student scantron)</b> <i>Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make text difficult to read.</i> A. Spelling errors are frequent. B. Punctuation missing or incorrect. C. Capitalization is random. D. Errors in grammar and usage are very noticeable. E. Paragraphing is missing. F. The reader must read once to decode, then again for meaning.
<b>Key Question:</b> <i>Do the words and phrases create vivid pictures and linger in your mind?</i>	<b>Key Question:</b> <i>Can you FEEL the words and phrases flow together as you read it aloud?</i>	<b>Key Question:</b> <i>How much editing would have to be done to be ready to share with an outside source?</i> · A whole lot? Score in the 1-2 range. · A moderate amount? Score in the 3 range. · Very little? Score in the 4-5 range.